

### **Five Finger Rule!**

1. Open your book to the middle
2. Open up your hand.
3. Read a page of the book to yourself
4. Put down one finger each time you find a tricky word.
5. If your thumb is still up at the end of the page, it is probably a good book for you!



### **Nine P's Reading**

1. **P**ick a book.
2. **P**ractise reading it.
3. **P**ick a partner.
4. **P**lan how you and your partner will read.
5. **P**lace yourselves hip to hip so you can both see the books.
6. **P**resent your reading of the book or part of the book to your partner.
7. **P**olitely listen to your partner read.
8. **P**raise each other's reading.
9. **P**ut your books away where they belong.

## Independent Reading Record

<i>Title and Author</i>	<i>Pages</i>	<i>Genre</i>	<i>Did you finish it?</i>	<i>Did you like it?</i>	<i>Have you read it before?</i>	<i>Easy, Medium, or Hard?</i>	<i>Read at home or school?</i>
<i>Amelia Bedelia</i> By Peggy Parrish	48	Fiction	yes	yes	no	E	H

## Choice Menu: Reading Activity Bingo

Read a book of your choice and complete any row of activities—across, up and down, or corner to corner.

Practise reading with lots of expression. <b>Read out loud</b> to a buddy. Have your buddy sign this box when you're done.	Write a <b>new story</b> using the same characters.	Do a <b>word hunt</b> in your book for fifteen words of your choice. Write them on cards and sort them into groups. Explain how you sorted them.
Choose one thing from the story and write an <b>informational report</b> about it.	Write a <b>review</b> of this book, telling other readers if you would recommend it and why.	Make a <b>story map</b> with pictures and words telling what happened in your book.
Write a " <b>telephone poem</b> " about the story, using the digits in your phone number.	Make puppets of your book characters and <b>act out the story</b> for a friend. Practise first!	<b>Rewrite</b> the same story, changing one character, event or setting.

## Choice Menu: Things to do During Reading Time

Name: \_\_\_\_\_ Week of: \_\_\_\_\_

**Color in a box each time you complete an activity.**

Choose a pointer and read around the room									
Read from your book basket									
Read a book to a buddy									
Read a big book									
Read one of our theme books									
Read an ABC book									
Read one of our class books									
Read from the poem box									
Read an information book									
Read a book on the computer									
Read a book with a tape									

## Sample Choice Menu

Please read three books from the Spider theme box and select one activity from each row to complete.

<i>Row 1</i>	<i>Row 2</i>	<i>Row 3</i>
Create an illustration for one part of the book.	Draw a picture of a spider and label all its parts	Make three pictures and add captions to describe three facts about spiders.
Practise reading one paragraph or page and read it aloud to a friend.	Read one of the books with a friend. Each of you take turns reading one page at a time.	Practise reading a page out loud and present it to the class with lots of expression.
Write three interesting facts you learned about spiders.	Write three things you know about spiders and three things you would like to find out.	Write a one-page report on spiders.

## Choice Menu: Gathering Grid

Think of three things you would like to find out about your topic. Write them as questions in the squares. Then read three books on the topic. Under each title, list any facts you learned in answer to your question.

	<i>Book #1 Title and Author</i>	<i>Book #2 Title and Author</i>	<i>Book #3 Title and Author</i>
Question #1			
Question #2			
Question #3			

## Story Pyramid

Summarize this story using some key words and phrases.

Row 1: **One word** naming the main character

Row 2: **Two words** describing the main character

Row 3: **Three words** describing the problem or conflict

Row 4: **Four words** describing the first event in the story

Row 5: **Five words** describing a second event in the story

Row 6: **Six words** describing how the problem is resolved

Book title:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Common Rimes

The following 37 rimes make up over 500 primary-level words:

-ack	-ail	-ain	-ake	-ale	-ame
-an	-ank	-ap	-ash	-at	-ate
-aw	-ay	-eat	-ell	-est	-ice
-ick	-ide	-ight	-ill	-in	-ine
-ing	-ink	-ip	-it	-ock	-oke
-op	-ore	-ot	-uck	-ug	-ump
-unk					

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# Rhyming Word-O


## Word Ladder

100
90
80
70
60
50
40
30
20
10
<b>Word Family:</b> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/>

100
90
80
70
60
50
40
30
20
10
<b>Word Family:</b> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/>

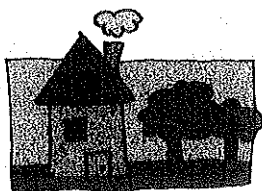
100
90
80
70
60
50
40
30
20
10
<b>Word Family:</b> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/>

## I Can Spell

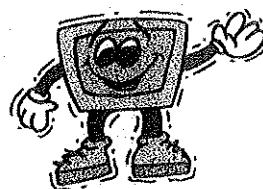
<i>If I know this word...</i>	<i>I can read and spell...</i>		
e.g., black	stack	track	jacket

## Icons for Strategy Bookmarks

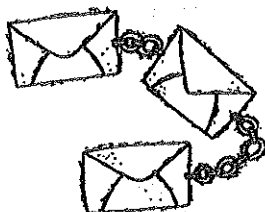
Check the Picture



Monitor



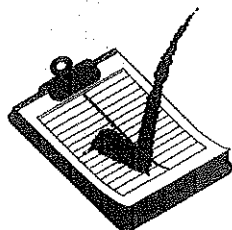
Chunk



Reread



Cross-check



Skip



Stretch



Guess



Slide



Fix



## Fry's 300 Instant Sight Words

### First Hundred

a  
about  
after  
again  
all  
an  
and  
any  
are  
as  
at  
be  
been  
before  
boy  
but  
by  
can  
come  
day  
did  
do  
down  
eat  
for  
from  
get  
give  
go  
good  
had  
has  
have  
he  
her  
his  
him  
his  
how  
I  
if  
in  
is  
it  
just  
know  
like  
little  
long

make  
man  
many  
me  
much  
my  
new  
no  
not  
of  
old  
on  
one  
or  
other  
our  
out  
put  
said  
see  
she  
so  
some  
take  
that  
the  
their  
them  
then  
there  
they  
this  
three  
to  
two  
up  
us  
very  
was  
we  
were  
what  
when  
which  
who  
will  
with  
work  
would  
you  
your

### Second Hundred

also  
am  
another  
away  
back  
ball  
because  
best  
better  
big  
black  
book  
both  
box  
bring  
call  
came  
color  
could  
dear  
each  
ear  
end  
far  
find  
first  
five  
found  
four  
friend  
girl  
got  
hand  
high  
home  
house  
into  
kind  
last  
leave  
left  
let  
live  
look  
made  
may  
men  
more  
morning

most  
mother  
must  
name  
near  
never  
next  
night  
only  
open  
over  
own  
people  
play  
please  
present  
pretty  
ran  
read  
red  
right  
run  
saw  
say  
school  
seem  
shall  
should  
soon  
stand  
such  
sure  
tell  
than  
these  
thing  
think  
too  
tree  
under  
until  
upon  
use  
want  
way  
where  
while  
white  
wish  
why  
year

### Third Hundred

along  
always  
anything  
around  
ask  
ate  
bed  
brown  
buy  
car  
carry  
clean  
close  
clothes  
coat  
cold  
cut  
didn't  
does  
dog  
don't  
door  
dress  
early  
eight  
every  
eyes  
face  
fall  
fast  
fat  
fine  
fire  
fly  
food  
full  
funny  
gave  
goes  
green  
grow  
hat  
happy  
hard  
head  
hear  
help  
hold

hope  
hot  
jump  
keep  
letter  
longer  
love  
might  
money  
myself  
now  
o'clock  
offence  
order  
pair  
part  
ride  
round  
same  
sat  
second  
set  
seven  
show  
sing  
sister  
sit  
six  
sleep  
small  
start  
stop  
ten  
thank  
third  
those  
though  
today  
took  
town  
try  
turn  
walk  
warm  
wash  
water  
woman  
write  
yellow  
yes  
yesterday

## Word Wall Yahtzee Score Card

<i>If you roll a...</i>	<i>Write any word from the word wall that has...</i>	<i>Points...</i>
1	One syllable	1
2	Two syllables	2
3	Three letters	3
4	Four letters	4
5	Five letters	5
6	Six or more letters	6

## Alphabet Chart

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X,Y	Z

## Concept Map 1

Use the information in the chart to determine what the target word means.

Target word:

Sentence from text containing that word:

Other words it reminds me of:

A picture to represent  
the word:

I think it means

## Concept Map 2

Fill in examples and non-examples of the target word.

Target word:

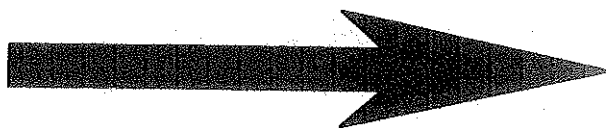
It is ...

It is not ...

**Effective Readers...**  
**...make personal connections**



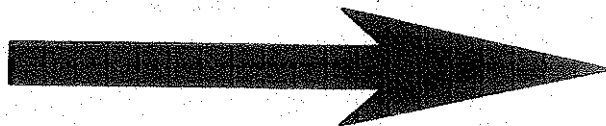
**Text**



**Self**



**Text**



**Text**

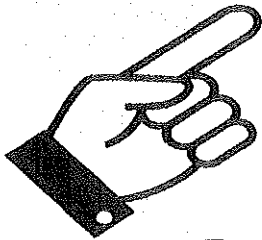


**Text**

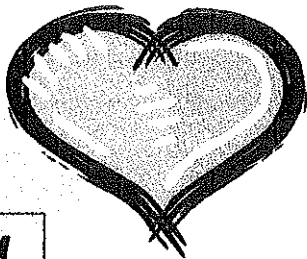


**World**

## 3-H Reading

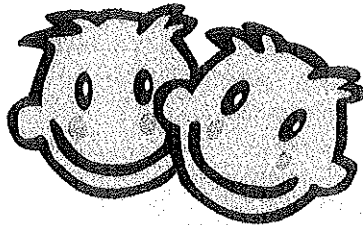


**Sometimes the information  
is "right there" in the text**



**Sometimes the  
information comes from  
how the reader feels or  
thinks**

**Hand  
Heart  
Head**



**Sometimes the  
information is like a  
secret between the  
author and the  
reader**

<b>"Hand" Questions</b>	<b>Examples</b>
Literal level questioning Answers may be found directly in the text	Find the part in the story that tells: ■who... ■what... ■when... ■where...
<b>"Heart" questions</b>	<b>Examples</b>
Evaluative questions Come from within the reader	What would you do if...? Do you think it was a good idea? Which do you think is better? Do you agree with...?
<b>"Head" questions</b>	<b>Examples</b>
- combine information from the author and information you know - interpreting, inferring, predicting, analyzing	<b>"Why" questions</b> What do you predict will happen next? How do you know...?

## Predict and Confirm Organizer

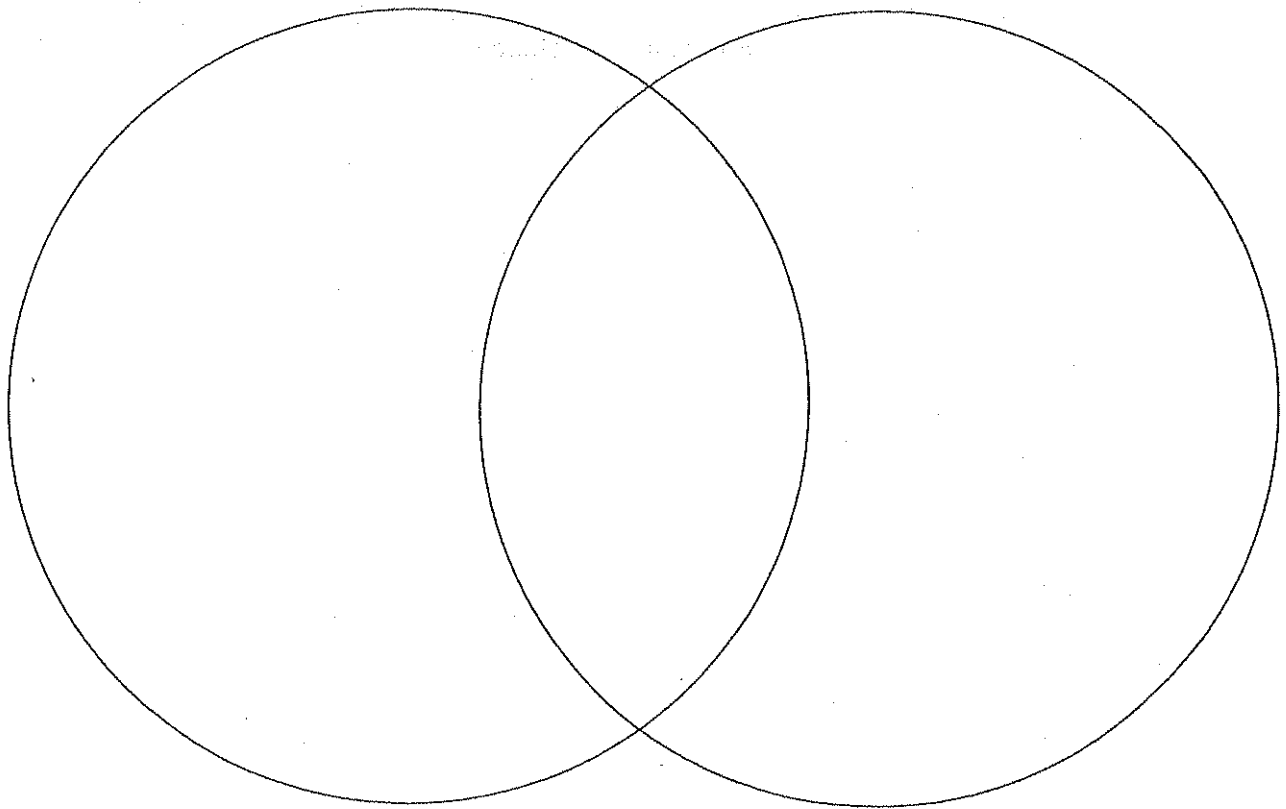
<p>Before reading...</p> <p>What do you think will happen in this section of the text?</p>	<p>Why do you think so?</p>
<p>Read to page _____</p> <p>What do you think is going to happen now?</p>	<p>Why do you think so?</p>
<p>Read to page _____</p> <p>What do you think is going to happen now?</p>	<p>Why do you think so?</p>

## Venn Diagrams

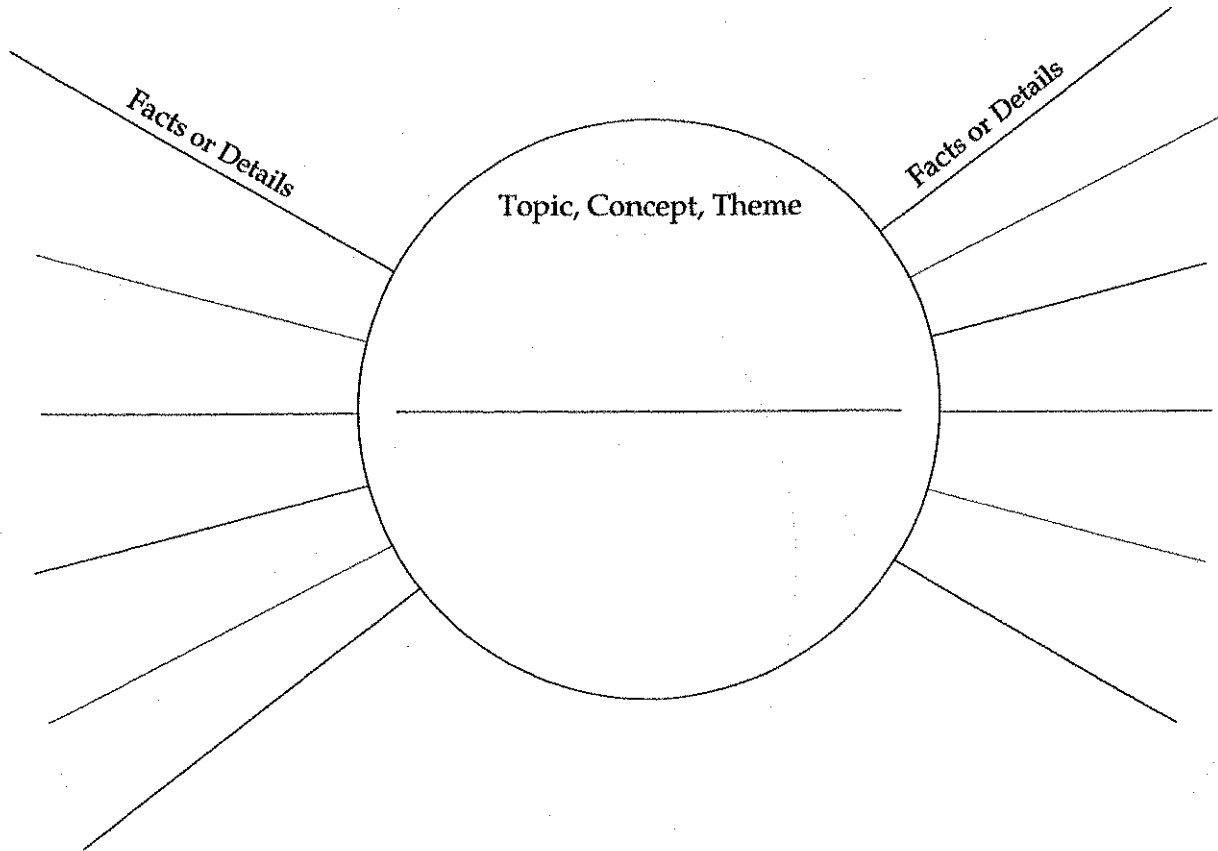
Write things you know about each text in its circle. Write things that are true about both in the place where the circles overlap.

Title: \_\_\_\_\_

Title: \_\_\_\_\_



## Web



# Story Graph

Level of Excitement

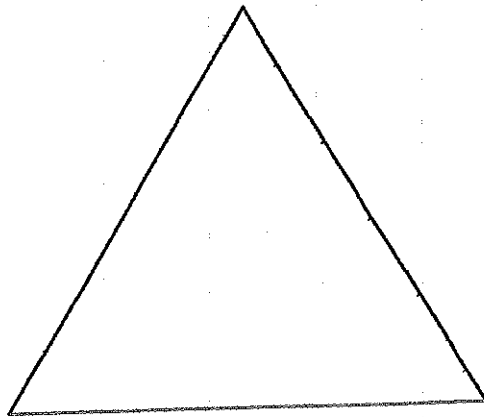
Events from the Story

10									
9									
8									
7									
6									
5									
4									
3									
2									
1									
0									

Title \_\_\_\_\_

Author \_\_\_\_\_

## SHAPE GOI MAP

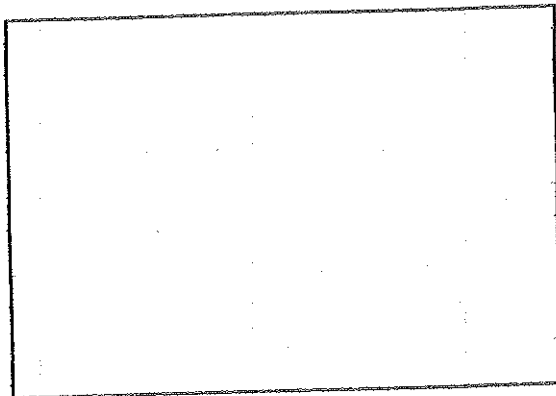


**BEGINNING**

**Character(s)**

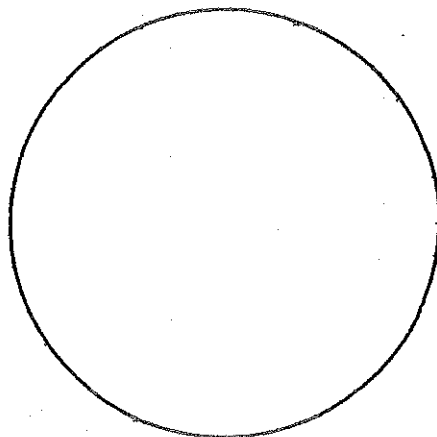
**Setting**

**Plot**



**MIDDLE**

**Four key events**

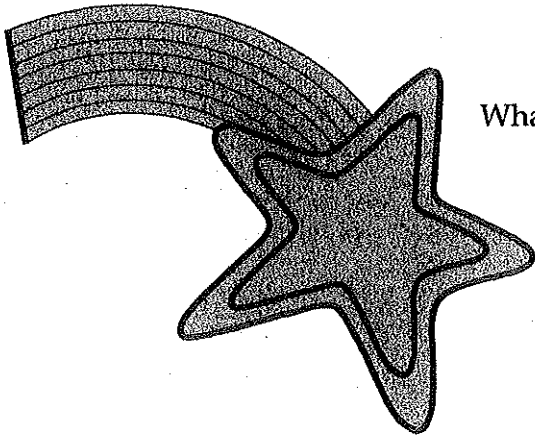


**END**

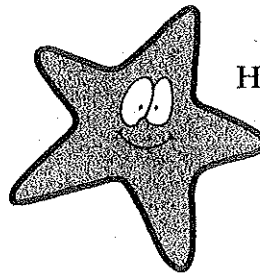
**Resolution to the problem**

From *The Power of Retelling* by Vicki Benson and Carrice Cummings  
(Wright Group, 2000)

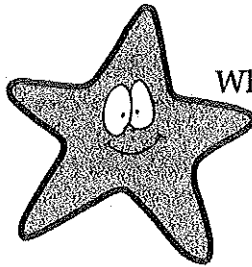
## Story Stars



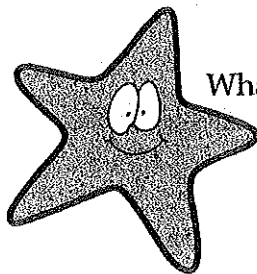
What is the most exciting part?



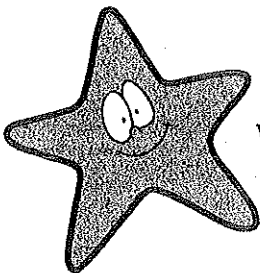
How does the story end?



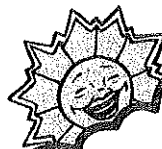
What happened next?



What happened first?



What is the problem?



Author

Title

# Story House

What was your favorite part?

Who are the main characters?

Setting

What is the problem?

How was the problem solved?

## Group Retelling Game

1. This story is about...

2. The main character is...

3. His/her problem is...

4. The first thing that happens is...

5. The second thing that happens is...

6. The problem is solved when...

7. At the end of the story...

8. I liked the part where....

## SOS Response

**S**ummary

**O**pinion

**S**upport for Opinion



Observe or notice

What do you wonder?

Link it to your life

## OWL Response

**O**bserve

What do you notice or remember about the text?

**W**onder

What do you wonder about?

**L**ink to Life

What does the text remind you of?

## Three R's Response

**R**etell the story in your own words.

**R**elate to your own life.

**R**eact with your opinions.

# K-W-L CHART



Donna Ogle

Name \_\_\_\_\_ Date \_\_\_\_\_

K (what I already know)	(title) W (what I want to find out)	L (what I have learned)

From Ogle, D.M. (1989). The know, want to know, learn strategy. In K.D. Muth (Ed.), *Children's comprehension of text* (pp. 205–223). Newark, DE: International Reading Association.

## K-W-L-S Chart

*Before Reading*

What I already **K**now

What I **W**ant to find out

*After Reading*

What I **L**earned

What I **S**till Want to know

Adapted from Ogle, 1986.

